

- Marking criteria (60% written assessment, 20% final task, 5% attendance, 5% homework, 5% pair/group work, 5% effort or something similar.

Project

The final task of the planning will consist of the elaboration, individually, of a research work on the life of any famous person in any field of knowledge of their own election. They will have to write an obituary on the person's life and achievements.

Activities

All the different activities are included in the sessions established for the development of this classroom planning.

The activities will be based on different means, and different techniques referred to the four skills: reading (skimming, scanning), writing (composition, research), listening (song, recording from cassette) and speaking (oral participation).

It is important to add some out-of-school activity, which in the case of this topic would consist of taking the students to see a film on a peculiar vision of religion entitled 'Brian's Life'. ●

Didactic Unit for B2 Level Students "Breaking Records"

Título: Didactic Unit for B2 Level Students "Breaking Records". **Target:** Profesores de Inglés, Profesores de Educación Física. **Asignatura:** Inglés, Educación Física. **Autor:** Antonio Daniel Juan Rubio, Licenciado en Filología Inglesa, Profesor Asociado Universidad Alicante, Profesor Secundaria Inglés.

Introduction: In this topic, students will discuss about the advantages and disadvantages of practising sport.

Stage General Objectives: a, b, c, d, f, h, i

Subject General Objectives: 1, 2, 3, 5, 6, 7

Content Blocks: already stated

Evaluation Criteria: 1, 2, 3, 4, 6, 7, 8, 9

Topic: Breaking Records

Level: Bachillerato 2nd Form. All of them have studied English as First Foreign Language since almost primary education. The group is made up of 35 students; 20 of them have an average level, but not very high; there are 8 whose level is over the average and 7 whose level is rather poor, therefore our planning will include three different levels, although in the case of Bachillerato the students are forced to reach a certain level to be able to pass the so-called 'PAU'.

Justification of the unit: The students selected this title themselves. They found *Breaking Records* very interesting for the large number of things, which could be commented on when exploiting it. But mostly because of its link with sports and sportive figures which appeal on them and are attracted by them.

At the beginning of the school year they were given a chart with different attractive and related to their own interests and background. They had to tick fifteen favourite topics out of a list of thirty different ones; since by negotiating the content with the students they get much more involved in the teaching process. The topics chosen by the larger number of students were taken as the immediate reference of our classroom planning.

Connections: The unit has a direct connection with the:

- School Educational Project: Since the school has included in the Project as one of the most important aims the consolidation of their physical maturity throughout sports.
- School Curricular Project: Relation with the CES area of 'Physical Education' and 1st Form Bach elective subject of Sport.
- Transversal Topics: health Education, since the theme proposed deals with the practice of any sport.

Temporalization: This unit can be taught in any term of the school calendar since it does not necessary fit into any concrete time or date.

Timing: Six fifty-minute sessions, that is, two weeks.

Specific Didactic Objectives:

- Read and understand an article about Miguel Indurain taken from a newspaper.
- Learn to improve reading comprehension by activating previous knowledge of the subject.
- Learn a strategy for answering comprehension questions without copying from the original text.
- Answer written comprehension questions on a text.
- Revise and practise reported statements, questions and verbs used for reporting speech; the formation of compound nouns and vocabulary related to the theme of sport.
- Listen to a conversation about sport and exercise and answer true or false questions.
- Carry out simulated interviews with sports personalities.

- Discuss the physical and psychological qualities required to be successful at certain sports.

Contents:

CONCEPTS	PROCEDURES	ATTITUDES
Functional: <ul style="list-style-type: none"> • Discuss advantages and disadvantages of sport. • Read a text using reading strategies. Grammatical: <ul style="list-style-type: none"> • Revision of reported speech. • Practise of compound nouns. Lexical: <ul style="list-style-type: none"> • Word building: different prefixes. • Lexis related to the theme of sport. Phonological: <ul style="list-style-type: none"> • Adequate pronunciation of adjectives ending in 'ed'. • Correct stress of vocabulary of sport. 	<ul style="list-style-type: none"> • Follow the instructions given. • Contextualise a dialogue. • Guess the contents of a topic. • Predict information and check it afterwards. • Identify the correct formulae to follow a computer conversation. • Compare information with other classmates. • Look and match. • Listen and check. • Listen and repeat. • Unjumble a jumbled dialogue. • Scanning for key words. • Deduce vocabulary from context. • Coherent organisation of ideas 	<ul style="list-style-type: none"> • Be interested in one's own learning process. • Respect other people's opinions. • Value one's own culture and that of the target language. • Participate in pair and group work. • Respect other people's possessions and items displayed in shops. • Make use of new learning and vocabulary.

Methodology

We will base it on the principles established by the law, but apart from that, every activity has its own specific methodology, mainly referred to number of students taking part, grouping, classroom management, grading of difficulty, etc.

Considering the fact that Bachillerato level is a Post-compulsory Stage, concepts will be emphasised much more than in previous years. The Organic Law assigns the students of Bachillerato an intellectual and human maturity, as well as the knowledge and abilities which enable them to carry out their social functions with responsibility and competence and to accede to higher studies.

Bachillerato methodology must encourage the students' autonomous work and stimulate their capacities for team work, to foster research and investigation techniques, and the applications and transferences of what has been learnt to real life.

Materials

Here we include all the different materials used both by the teacher and the students. On the other hand, we also make the distinctions between authentic material, semi-authentic material, or material made by the teacher or the students.

We must emphasise on the use of attractive and motivating material. Here we also include any other aids used such as: overhead projector, CD-player or cassette player, TV, video, computer, etc. The material used throughout the didactic exploitation is also to be evaluated by the users.

As far as this topic is concerned we will work mainly with photocopies, monolingual and bilingual dictionaries, consulting books, song, games, different copies, recordings, crosswords, etc.

Evaluation of the whole process

As far as evaluation is concerned we must evaluate everything:

- The students' previous knowledge, through a brainstorming session, although we can also set a written assessment.
- We must assess to which extent the students achieve the objectives established at the beginning, both **stage and didactic** ones. In order to check this the students will take a **written assessment** (to value individually their work) and the **final task** will also be marked to be marked their team work. In both cases the students will know what the **marking criteria** are, according to the agreement established by the English Department.
- We also take into account the overall opinion of the students along the five sessions established, since their view on the teaching-learning process is written down on the students' **self-assessment record**, or **co-assessment record**, **evaluation of the teacher**, his/her **methodology**, well as the **evaluation of any material** used.

Summative Evaluation

Here we will take into account:

- The evaluation criteria established in relation to the didactic objectives and those established by the law.

- Marking criteria (60% written assessment, 20% final task, 5% attendance, 5% homework, 5% pair/group work, 5% effort or something similar).

Project

The final task of the planning will consist of the elaboration, in groups of four, of a research work on one of the most successful sport achievement in the world history taken out from the book 'The Guinness Sport Book of Records'. Each group will have to focus on one achievement, analysing its importance, relevance at the time, why they have chosen it, or any other relevant detail.

Activities

All the different activities are included in the sessions established for the development of this classroom planning.

The activities will be based on different means, and different techniques referred to the four skills: reading (skimming, scanning), writing (composition, research), listening (song, recording from cassette) and speaking (oral participation).

It is important to add some out-of-school activity, which in the case of this topic would consist of taking the students to watch a documentary video by the British network 'Channel 4' on Miguel Indurain five Tours of France (obviously as commented by the reporter Tim Grady in English). ●

Inicio de curso

Título: Inicio de curso. **Target:** Profesorado y alumnado. **Asignatura:** Ciencias. **Autor:** Raquel María López Amiana, Licenciado en Químicas, Profesora de Física y Química en Secundaria.

El inicio de curso es el momento adecuado para la planificación, y resulta imprescindible reflejar todos los aspectos relacionados con el proceso de enseñanza-aprendizaje en un documento de referencia para el profesor y para toda la comunidad educativa. Las Programaciones Didácticas que se realizan en todos los departamentos didácticos cumplen esta función. Deben estar de acuerdo con el currículo oficial y las directrices generales de la Comisión de Coordinación Pedagógica del centro, si bien incorporan un modo de hacer y una estructura personalizada y acorde al docente que impartirá la materia y al alumnado con el que se trabajará.

Se completan las programaciones didácticas incorporando una serie de puntos que, según la LOE y atendiendo a las indicaciones de inspección y jefatura de estudios, es necesario explicitar. En concreto: